

Session C: Impact of Academies on Self & School-Year Practice



Summer ELL Academy Self-Assessment

Indicators for Personal Impact of Summer 2014 Academy	Personal Impact of Summer 2014 Academy									
Julillier 2014 Academy	Rate Yourself	If your understanding changed, what triggered that change?								
A. Your understanding of the appropriate expectations for ELLs, and how to maintain those expectations.	I 2 3 4 5 No Change Significant Change □ Check if not applicable									
B. Your understanding of what ELLs need to be academically successful.	I 2 3 4 5 No Change Significant Change □ Check if not applicable									
C. Your understanding of how to make ELA, content, and enrichment activities both rigorous and ELL-specific.	I 2 3 4 5 No Change Significant Change □ Check if not applicable									
D. Your understanding of how to help families and/or community partners become involved with the school.	I 2 3 4 5 No Change Significant Change □ Check if not applicable									





Indicators to Compare Summer Academy and School-Year Performance	Summer 2014 Academy				2014-2015 School Year						
	Rate	Your	Summ	er Aca	ademy		Rate	Your	School		If Summer Academy rating exceeds School rating, what are your action plan ideas for improvement?
I. Culture and Climate A. Students' cultures and life experiences are valued, and students are encouraged to develop ethnic identity. Bilingualism is perceived to be an asset.	l Low □Ch	2 eck if n	3 ot applic	4 cable	5 High	l Low □Ch	2 eck if n	3 ot appli	4 cable	5 High	
B. Caring adult-student relationships are a pervasive part of the academy/school culture.	I 2 3 4 5 Low High ☐ Check if not applicable					I 2 3 4 Low H □ Check if not applicable			4 cable	5 High	
C. The academy/school has a culture of high expectations for ELL students as well as all students.	I Low □Ch	2 eck if n	3 ot applic	4 cable	5 High	l Low □Ch	2 eck if n	3 ot appli	4 cable	5 High	
2. Organization and Decision-Making Responsibility for ELL student achievement is distributed academy-/school-wide, not just among ELL teachers.	I Low □Ch	2 eck if n	3 ot applic	4 cable	5 High	I Low □Ch	2 eck if n	3 ot appli	4 cable	5 High	
3. Curriculum and Instruction ELA, content, and enrichment curricula are rigorous, ELL-specific and culturally relevant.	l Low	2	3 ot applic	4	ion A] 5 High	l Low □Ch	2 eck if n	3 ot appli	4 cable	5 High	
4. Family and Community Engagement Families and community partners are engaged with the academy/school in meaningful and productive ways.	l Low	2	3 ot applic	4	ion B] 5 High	l Low □Ch	2 eck if n	3 ot appli	4 cable	5 High	

as cited in Tung, R. et al. (2011, Nov.), Learning from Consistently High Performing and Improving Schools for English language Learners in Boston Public Schools, Boston, MA: Center for Collaborative Education and The Mauricio Gastón Institute for Latino Community Development and Public Policy. https://www.ccebos.org/research/publications ell.html and The WIDA CAN DO Philosophy, (2014), Board of Regents of the University of Wisconsin System, www.wida.us/get.aspx?id=3 and the Massachusetts Department of Elementary and Secondary Education, (2012), School Level Administrator Rubric, https://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf.